



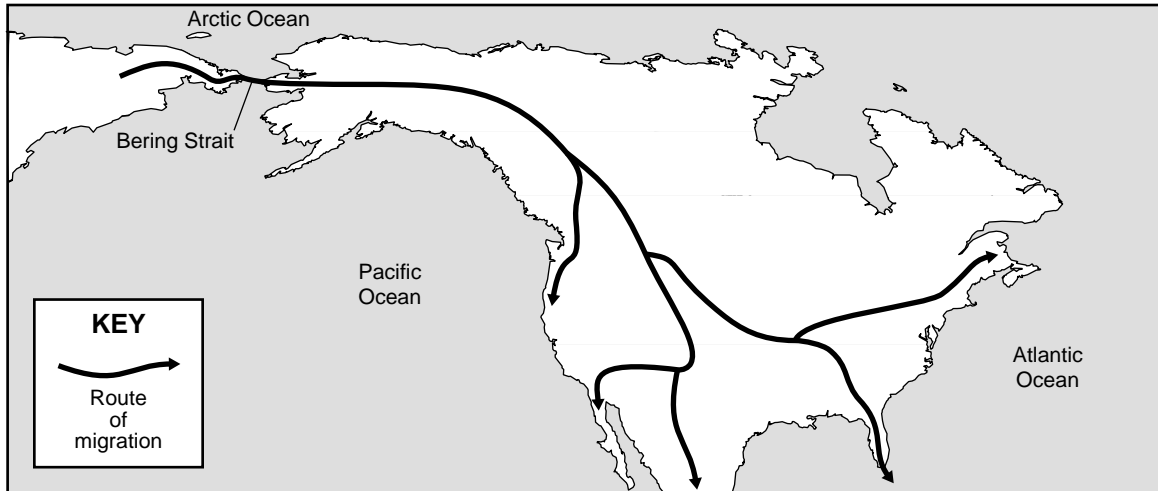
# **Grade 5 Social Studies**

***Released Items  
Winter 2001***

**Directions:** You should take about 5 minutes to study the map and read the material. Use them with what you already know to complete this task.

## MIGRATIONS TO NORTH AMERICA

### ROUTE OF MIGRATION TO NORTH AMERICA



This map shows a route that many people used to move to North America thousands of years ago.

- 11** On the lines provided for this item in your **answer booklet**, identify a group of people who used this route and ONE likely explanation of why they moved to North America during that time.

**A** Identify a group of people who used the route shown on the map.

**ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.**

**NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.**

**B** Explain ONE likely reason why they moved to North America during that time.

**ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.**

**NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.**

**Directions:** Read the following passage and use it with what you already know to answer the questions that follow.

## **COLONIAL SETTLERS IN JAMESTOWN**

In April 1607, a group of settlers from England founded Jamestown. These settlers had a very difficult time surviving the first few years. Their water was unhealthy. Mosquitoes from nearby swamps infected settlers with diseases. Food was scarce. Also, the settlers lived on the Native Americans' land. The food shortage problem was made worse by the large number of colonists who spent their time digging for gold instead of planting crops.

Captain John Smith became the leader of the struggling colony. He created a policy of "no work, no food" and made sure that the men shared in the work and planted corn instead of digging for gold. He also made sure defenses were built to protect the settlement.

In September 1609, Smith sailed back to England. The winter after Smith left became known as the "starving time" because food was so scarce. The 60 remaining settlers were saved the following spring when new colonists brought fresh supplies on their ships. This new group was made up of skilled craftsmen and others who were used to hard work. Eventually, the colony began to grow and prosper.

Jamestown farmers began growing tobacco. With the labor of enslaved Africans, the small farms grew into huge plantations and the colony of Jamestown expanded to become Virginia. As the settlers began to prosper, they turned their attention to forming a strong government. The settlers began to choose representatives to help make laws for their colony. This group was called the House of Burgesses. Though the colony had experienced great hardships, it became the first successful English settlement in North America.

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| <p><b>12</b> What did the Jamestown settlers do that would later divide the nation?</p> <p><b>A</b> Ship tobacco to England</p> <p><b>B</b> Use slave labor to work on plantations</p> <p><b>C</b> Establish a representative form of government</p> <p><b>D</b> Treat Native Americans unfairly</p> <p><b>13</b> Who would MOST likely have said, “The Jamestown settlement’s success has brought prosperity to me and my family”?</p> <p><b>A</b> A Native American</p> <p><b>B</b> A member of the House of Burgesses</p> <p><b>C</b> A laborer who had come from Africa</p> <p><b>D</b> A colonist who had just arrived from England</p> <p><b>14</b> How did John Smith use the idea of giving up something to get something to keep settlers alive?</p> <p><b>A</b> He sailed back to England.</p> <p><b>B</b> He decided to plant crops.</p> <p><b>C</b> He established the House of Burgesses.</p> <p><b>D</b> He allowed the settlers to choose their work.</p> | <p><b>15</b> How did the settlers at Jamestown help establish our democratic system?</p> <p><b>A</b> By equally assigning the work among themselves</p> <p><b>B</b> By allowing Native Americans to participate in local government</p> <p><b>C</b> By following Captain John Smith as leader</p> <p><b>D</b> By creating the House of Burgesses</p> <p><b>16</b> What part of Jamestown’s early economy still remains important to Virginia?</p> <p><b>A</b> The House of Burgesses</p> <p><b>B</b> Gold mining</p> <p><b>C</b> Tobacco farming</p> <p><b>D</b> Settlers from England</p> |
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**Directions:** Read the following imaginary material about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

**LOGGING IN THE PACIFIC NORTHWEST**

Many people around the country are concerned about logging in the forests of the United States. One area of concern is the rate of logging. Read the following information about logging in the Pacific Northwest of the United States.

**DATA SECTION**

**Part**

A

A survey was done of the elementary school students around the country on the issue of logging in the Pacific Northwest. Over 12,000 students were asked, “What should be done about logging in the Pacific Northwest?” Below are the results of that survey.

**Opinion Survey of Elementary School Students  
on Logging in the Pacific Northwest**

Regions	Stop Logging	Slow Down Logging	No Change	Faster Logging
Southwest	72%	18%	6%	4%
Southeast	65%	21%	9%	5%
Northwest	41%	29%	22%	8%
Northeast	87%	13%	0%	0%

**Part**

B

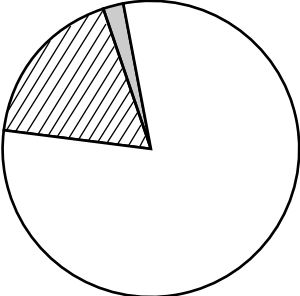
A similar survey was given to environmentalists. They were asked, “What is the best policy to follow on the issue of logging in the Pacific Northwest?”

**Environmentalists**

2%  
No change

80%  
Stop logging

18%  
Slow the rate of logging



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**COMPLETE THE FOLLOWING TASKS:**

**Task I: Interpreting Information**

- 23** Study the information in Part A of the Data Section. Which of the following statements best describes the *relationship* between **elementary school students’ opinions about logging in the Pacific Northwest** and **where they live**? Be sure to mark your answer in your answer booklet.
- A** Students who live nearest to where the logging occurs are least likely to want faster logging.
  - B** Students who live nearest to where the logging occurs are least likely to want the logging to stop.
  - C** Students who live nearest to where the logging occurs are most likely to want the rate of logging to change.
  - D** Students who live nearest to where the logging occurs are least likely to want the logging to slow down.

**Task II: Taking a Stand**

- 24** You will now take a stand on the following public policy issue: **Should logging in the Pacific Northwest be stopped?** You may either support or oppose logging in the Pacific Northwest. Write a letter to the Secretary of the Interior. Use information to provide reasons that support your position.

You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from **history, geography, civics** (other than your core democratic values), or **economics** (it is not enough to state only your opinion); and
- supporting information from the Data Section.

*Remember to:*

Use complete sentences.  
Explain your reasons in detail.  
Explain how the core democratic value  
you use connects to your position.  
Write or print neatly on the lines provided  
in your answer booklet.

**ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.**

**NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.**

**Directions:** Read the following passage and use it with what you already know to answer the questions that follow.

## **RIGHTS AND RESPONSIBILITIES**

Central Elementary School has begun requiring all students to wear uniforms. The school board has approved the uniform policy. School personnel believe that the learning environment will improve.

Several of the parents of children at Central have decided to oppose the uniform policy. These parents believe that the policy restricts their children's right to self-expression.

The members of the school board were elected to office by parents and other citizens of the community. The parents say that the school board should have asked them before making its decision. The school board believes that the law allows it to act without getting the approval of parents. The two sides decide to have the issue settled in court.





- 25** The parents and the school board disagree about a law made at which level of government?
- A** Local
  - B** State
  - C** Regional
  - D** Federal
- 26** Why did the parents react to the school board's decision the way that they did?
- A** To create interesting conflict in the community
  - B** To change the decision or have it explained
  - C** To vote the school board out of office
  - D** To show their approval of the decision
- 27** Which of the following BEST explains why this issue can be settled in a court?
- A** The court approves new school board members.
  - B** The court decides who has the authority to make rules.
  - C** The court provides funding to the school board.
  - D** The court serves as the only authority in the community.
- 28** Which of the following BEST describes the belief of some parents that the school board has acted without authority?
- A** School personnel hope that the learning environment will improve.
  - B** School board members were elected to office by parents and other citizens.
  - C** The school board made its decision without first asking the parents.
  - D** The school board has agreed to have the issue settled in court.
- 29** The court rules in favor of the school board. What core right do the parents have to work for change in the school? They have
- A** the right to ignore the court's decision.
  - B** the right to choose a judge who will decide in their favor.
  - C** the right to vote for new school board members.
  - D** the right to close down the school.

**Directions:** You should take about 5 minutes to read the following material and use it with what you already know to complete this task.

## SISTER CITIES

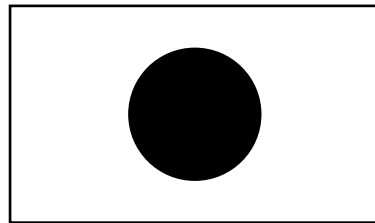
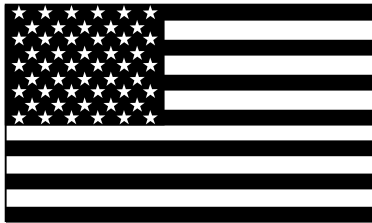
*The cities of Marquette, Michigan, and Yokaichi, Japan, are “sister cities.” This means that the people of these cities have agreed to cooperate and communicate with each other in different ways. The letter below is written by a ten-year-old girl from Marquette, Michigan, to her pen pal in Yokaichi, Japan.*

Dear Kuri,

Not long ago, my city held a “Sister City Festival.” I tried some Japanese food and learned to make traditional Japanese crafts. Our mayor made a speech to honor some business people who had come to Marquette from Yokaichi. Many other people from Yokaichi have also been to Marquette. Some came here for school, some came to work, and others just came to visit. The mayor said that working together helps the people of both cities. I hope one day I can visit your city.

Your friend,

Amy



- 35** On the lines provided for this item in your **answer booklet**, identify ONE way from the letter that the people of the United States cooperate with the people of Japan and explain how that cooperation helps the people of both countries.

**A Identify** ONE way the people of the United States cooperate with the people of Japan.

**ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.**

**NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.**

**B Explain** how that cooperation helps the people of both countries.

**ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.**

**NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.**

**Directions:** Read the following passage and flyer. Use them with what you already know to answer the questions that follow.

## FRIENDLY PET CARE SERVICE

Liz, a fifth-grader, wants to save money for a new bicycle. Carl, Liz's classmate, wants to start saving for college. They decide to start a pet care business together. They pass out the following flyer to their neighbors.

**PET OWNERS**  
**Are you going away?**  
**Are you working late?**  
**Then call**



**FRIENDLY PET CARE  
SERVICE**  
*Liz Johnson 555-5055*  
*Carl Gomez 555-1234*  
**We can:**

- ★ Walk dogs
- ★ Let cats in and out
- ★ Feed pets
- ★ Keep pets company
- ★ Clean litter boxes
- ★ Freshen water



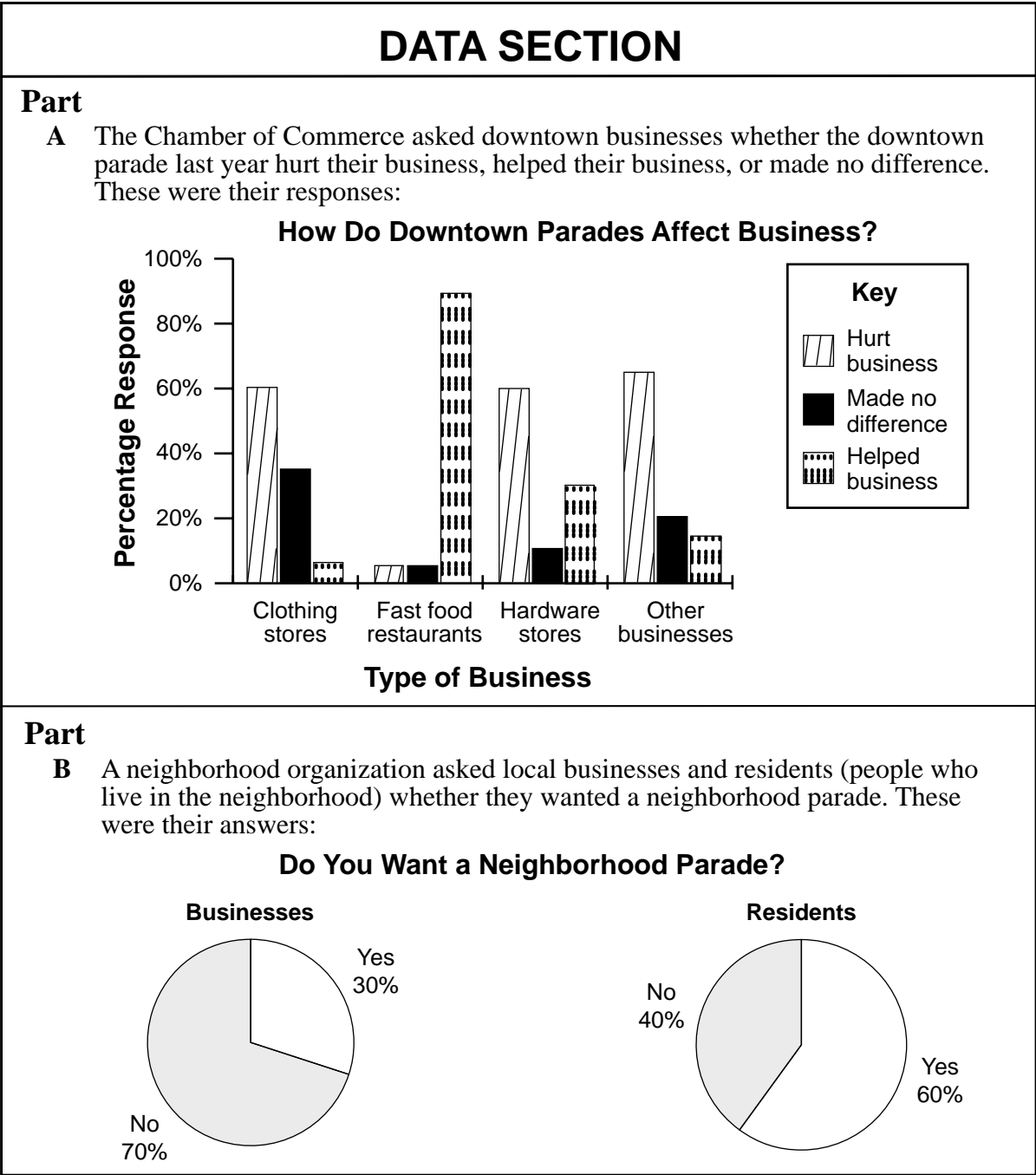
**SATISFACTION GUARANTEED!!**  
**\$2 per pet (or fish tank) per day**

- 36** *Friendly Pet Care Service* is an example of what kind of business?
- A** Individual ownership
  - B** Capital equipment
  - C** Partnership
  - D** Corporation
- 37** Suppose another fifth-grader started a pet care business in the same neighborhood and only charged one dollar per pet. What would be the **MOST** likely effect on *Friendly Pet Care Service*?
- A** It would lose business.
  - B** It would care for dogs only.
  - C** It would lower its quality.
  - D** It would raise prices.
- 38** How would Liz and Carl expect to be paid in return for pet care?
- A** With other services
  - B** With goods
  - C** With capital equipment
  - D** With cash or check
- 39** Which of the following would probably be **MOST** important for running a pet care business like this one?
- A** Natural resources
  - B** Human capital
  - C** Capital equipment
  - D** Goods
- 40** Suppose Liz left the business after saving enough money for her bicycle. What type of business would *Friendly Pet Care Service* become?
- A** Individual ownership
  - B** Capital equipment
  - C** Partnership
  - D** Corporation

**Directions:** Read the following imaginary material about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

NEIGHBORHOOD PARADES

Every year the city holds four big parades downtown—one each on Labor Day, Thanksgiving Day, Memorial Day, and the Fourth of July. This year some people in one part of the city want to hold a parade in their own neighborhood. Other people say it will take them longer to do their errands if streets are closed off for the parade. Read the following information about the community and last year’s downtown parades.



**COMPLETE THE FOLLOWING TASKS:**

**Task I: Interpreting Information**

- 49** Study the information in Part A of the Data Section. Which of the following statements best describes the *relationship* between **downtown parades** and **type of business**? Be sure to mark your answer in your answer booklet.
- A** The Labor Day Parade brought in more customers to downtown businesses than the Thanksgiving Day Parade did.
- B** Downtown businesses will attract more customers during downtown parades if they have sales.
- C** Fast food restaurants located downtown tend to do more business during downtown parades than at other times of the year.
- D** People are more likely to go to clothing stores than to hardware stores during downtown parades.

**Task II: Taking a Stand**

- 50** You will now take a stand on the following public policy issue: **Should the community allow neighborhood parades?** You may either support or oppose permitting neighborhood parades. Write a letter to the city council. Use information to provide reasons that support your position.

You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from **history, geography, civics** (other than your core democratic values), or **economics** (it is not enough to state only your opinion); and
- supporting information from the Data Section.

*Remember to:*

Use complete sentences.  
Explain your reasons in detail.  
Explain how the core democratic value  
you use connects to your position.  
Write or print neatly on the lines provided  
in your answer booklet.

**ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.**

**NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.**

## Multiple Choice Item Answer Key

<u>Item</u>	<u>Answer</u>
12	B
13	B
14	B
15	D
16	C
23	B
25	A
26	B
27	B
28	C
29	C
36	C
37	A
38	D
39	B
40	A
49	C